

# ***Evaluation Handbook***

## ***Summative Evaluation***

### **Covington Independent Public Schools**

**The Covington Board of Education endorses the principle of fair and equal employment opportunity for all employees regardless of their sex, sexual orientation, race, color, ancestry, religious or political beliefs, national origin, marital status, age or disability.**

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# **Professional Growth and Evaluation of Certified Personnel**

## **Committee Members**

### **Teachers**

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## **Certified Personnel Evaluation**

### **Development of Evaluation System:**

In accordance with 704 KAR 3:345 Section I, an evaluation committee consisting of an equal number of administrators and teachers have developed evaluation procedures and forms for certified positions below the level of Superintendent. The Superintendent of Covington Independent Schools has recommended, for board approval, this evaluation system for all certified employees.

The Superintendent's evaluation and professional growth plan shall be developed and adopted by the Local Board of Education. Opportunities for the Superintendent's professional growth will be provided pursuant to KRS. 156.111.

The evaluation process does not discriminate on the basis of race, national origin, religion, marital status, age, sex, or disability.

#### **Purpose:**

The Covington Independent Schools' Professional Growth Plan and Evaluation System was developed to achieve the following:

1. To improve the quality of instruction, assessment, and support services provided to students and certified staff.
2. To assess or determine the effectiveness of the performance of the certified employee.
3. To foster the development of ongoing professional growth.
4. To aid and support individual personnel decisions.

#### **Review:**

All employees shall be afforded an opportunity to review their evaluations. The evaluation of a certified employee shall be in writing on a district evaluation form and become a part of the official personnel record. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach written statements to the evaluation instruments. Both the evaluator and evaluatee shall sign and date the performance data-gathering document. A copy of each observation and evaluation shall be provided to the evaluatee.

## Evaluation Cycles and Frequency

The cycle for each evaluation begins with a pre-evaluation conference and ends with a summative conference. Each evaluatee will be observed no less than the number specified below. All evaluations will be completed by the evaluatee's immediate supervisors.

<u>Evaluatee</u>	<u>Length of Cycle</u>	<u>Frequency Procedures</u>
Non-Tenured Teacher	One Year	Two Formatives One Summative Professional Growth Plan
Tenured Teacher	Three Years	Three Formatives (One per year) One Summative (Every 3 Years) Professional Growth Plan
Building Administrator	One Year	One Formative One Summative Professional Growth Plan
Central Office Administrator	One Year	One Formative One Summative Professional Growth Plan
Psychologist (Psychometrist)	One Year	One Formative One Summative Professional Growth Plan
Intervention Specialist (Counselor)	One Year	One Formative One Summative Professional Growth Plan
Non-Tenured Media Specialist	One Year	Two Formative One Summative Profession Growth Plan
Tenured Media Specialist	Three Years	Three Formative (One per year) One Summative (Every 3 Years) Professional Growth Plan
Speech Therapist	One Year	One Formative One Summative Professional Growth

## Evaluation Timeline

1. Evaluators conduct an orientation session on Covington Independent Schools' process and guidelines for professional growth and evaluation of certified personnel before the ending date of the first 30 days of reporting for employment. ✓
2. Evaluators conduct first pre-observation conference, formative observation, and post-conference before October 31<sup>st</sup> for all non-tenured staff. Tenure staff may be observed anytime before March 15<sup>th</sup>.
3. Evaluators complete all formative observations and conferences by March 15<sup>th</sup>.
4. Evaluator and evaluatee conference and complete summative evaluation by April 15<sup>th</sup>.
5. Evaluator and evaluatee conference and complete professional growth plan before June 1<sup>st</sup>.
6. A copy of all summative evaluations and professional growth plans are turned into Central Office by June 30<sup>th</sup>.

### Note:

April 15: Principal's recommendations for employment of non-tenured teachers.

April 30: Notification of non-renewal of contracts.

Feb. 15: Any evaluatee may request a third party observer. The request must be in writing and presented in a timely manner as to complete the observation by Feb. 15<sup>th</sup> in the academic year in which the summative evaluation is due. The request must be made to the evaluatee's immediate supervisor. The teacher may request who the third party observer may be. The observer should be competent in the evaluatee's content area or grade level or may be a curriculum specialist. After five school days, if a third party observer has not been named, the Superintendent or his or her designee shall appoint the third party observer. If the immediate supervisor and evaluatee experience difficulties or problems with the third party observation process, contact the Executive Director of Instruction and Learning.

## **Formative and Summative Evaluation Process**

The Covington School's Professional Growth and Evaluation Process begins with pre-evaluation activities which are designed to prepare certified personnel for a new evaluation cycle, and ends with the development of a plan for improving instruction or performance.

Because the Covington Independent School System uses a data gathering instrument for evaluation, the following is important to the certified evaluation process. Any formative data and information shared with evaluatee and put into written form (such as walk throughs) can be used in the summative evaluation. The Burden of Proof for written documentation is with the building administrator.

Administrators shall document their efforts to meet standards through written evidence organized around the standards for evaluation. This process will allow the evaluatee to address standards not easily seen during a formative observation period such as a one-hour classroom visit. The evaluatee should also document progress in achieving their individual professional growth plan. The evidence file allows for ongoing self-assessment, much like the intern process.

Teachers and other support staff shall document their efforts to meet standards by keeping an evidence file, which shall contain selected samples of documentation. The evidence file is not designed to be a time consuming process, but a natural way for teachers to show what they accomplish on a day to day basis. The evidence file should be reviewed in the summative evaluation process.

All monitoring or observation of performance of a certified employee shall be conducted openly and with full knowledge of the teacher or administrator.

### **Formative observation and data gathering.**

This is the component of the evaluation process which requires the evaluator to review data and observe the evaluatee performing and to conference about the results.

- Pre-conference before the formative observation.
- Review and document data related to evaluation standards.
- Observe evaluatee in the work setting.
- Analyze the results of the observation.
- Conference to identify strengths or needs for improvement. (Must be done within 72 hours of the observation. The 72 hours refers to 3 work days.)
- Develop strategies for improvement and provide positive reinforcement for areas of strength.
- Assist with implementing strategies and activities.
- Monitor the progress of the evaluatee's program area. (Program refers to central office responsibility.)

**Note:--Unsatisfactory progress during the formative observation and data gathering process will require multiple observations even if the staff member is tenured.**

## Summative Evaluation

This is the final step in the evaluation process and considers all data, observations, and performances during the evaluation cycle. The summative evaluation and conference requires a report of the status of the evaluatee on all performance standards and the development of a professional growth plan.

The evaluatee and evaluator will meet to discuss the performance of the evaluatee during the total evaluation cycle.

When an evaluatee does not meet a standard in the evaluation process, or there is poor performance on essential indicators, an assisted growth plan or corrective action plan specific to improvement in these areas must be developed.

### Instructions for Completing The Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to a 1 or 2 rating on indicators or standards from the summative evaluation. A corrective action plan may also be completed by the evaluator if an immediate change of an evaluatee's behavior is required for successful performance. The evaluator and evaluatee must identify corrective action goals and objectives. Procedures and activities shall be designed to achieve the goals and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

#### 1. Standard No.

Identify the specific standard(s) or indicator(s) from the summative evaluation form that has a 1 or 2 rating assigned and requires corrective action.

#### 2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee's level.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

#### 3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) or indicator(s) rated as 1 or 2 on the summative evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es.)

#### 4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6. Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee.

(Evaluators must follow the local district's professional development growth and evaluation plan, processes, and procedures for implementing an individual corrective action plan.)

The individual corrective action plan is developed when an evaluatee receives a 1 or 2 rating on the summative evaluation.

## **Individual Professional Growth Plan**

The evaluator and evaluatee shall develop a written plan for improvement whereby the evaluatee is given assistance for becoming more proficient as a certified employee. The professional growth plan should utilize the results of the summative evaluation process and shall align with the schools improvement plan/district plan. The plan must be completed before June 1<sup>st</sup> and reviewed at least twice annually. Growth plans may take on the form of enrichment assistance or corrective action.

### **Instructions for Completing the Individual Professional Growth Plan**

This plan is to be completed with collaboration between the employee and the immediate supervisor who will provide assistance as needed in the development of the plan.

1. Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2) I states, "The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually."

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

2. Present Professional Development (PD) Stage

(Select the stage of professional development that best reflects the evaluatee's level.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

3. Growth Goal(s)/Objective(s)

Identify the specific goal(s) or objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

4. Procedures and Activities for Achieving Goal(s) and Objectives(s)

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops, soliciting input from a peer/colleague who has mastered the goal or objective, enrolling in a seminar, collaborating with other support personnel, etc.

5. Expected Impact

Describe the expected impact in terms of improved student performance; change in teacher practice, or completion of finished product.

6. Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s)/objective(s).

7. A central office representative will review growth plans mid year with all building administrators. If necessary the central office representative will assist in developing required assisted growth plans or corrective action plans. The central office representative will review all correction action plans.

## Stages of Development Related to Outcomes and Professional Development

Stages of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Development Processes for Maximum Growth
1. Orientation/Awareness stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.	<ul style="list-style-type: none"> <li>• Be able to describe the general characteristics of the program and the requirements for use.</li> <li>• Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school.</li> <li>• Be able to identify the knowledge/skills needed for program implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information on key concepts.</li> <li>• Address personal concerns.</li> <li>• Present exemplars and non exemplars.</li> <li>• Define competencies and requirements to implement program.</li> <li>• Provide opportunities for exploration.</li> </ul>
2. Preparation/Application Stage at which practitioners develop the skills and processes to begin program implementation.	<ul style="list-style-type: none"> <li>• Develop the knowledge and skills needed for initial implementation of the program.</li> <li>• Identify the logistical requirements, necessary resources, and training for initial use of the program.</li> <li>• Analyze existing resources to determine which resources need to be ordered.</li> <li>• Organize activities, events, and resources for initial use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Model skill and processes.</li> <li>• Simulate tasks and processes.</li> <li>• Provide coaching and feedback.</li> <li>• Observe exemplary programs.</li> </ul>
3. Implementation/Management Stage at which practitioners learn to master the required tasks for implementation of the program in their workplace.	<ul style="list-style-type: none"> <li>• Develop the knowledge and skills needed for initial implementation of the program.</li> <li>• Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources and reactions of the student.</li> <li>• Make appropriate adaptations and/or modifications in the program needed to address local managerial and/or logistical issues.</li> <li>• Develop a knowledge of long term requirements for the use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Technical assistance</li> <li>• Coaching</li> <li>• Networking of Resources</li> <li>• Visitations of successful programs in operation.</li> </ul>
4. Refinement/Impact Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.	<ul style="list-style-type: none"> <li>• Analyze cognitive and effective effects of program on students.</li> <li>• Develop immediate and long range plan which address possible needed changes in the program to enhance student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Networking with consultants and other practitioners operating at impact stage.</li> <li>• Regional and national sharing conferences.</li> <li>• Serving as training facilitators to other programs.</li> </ul>

• Professional Growth Plan Stages:

O = Orientation/Awareness

I = Implementation/Management

A = Preparation/Application

R = Refinement/Impact

TYPE OF PLAN (please check one) ☐ Enrichment ☐ Assistance ☐ Corrective Action

## Covington Independent Individual Professional Growth Plan

Name:	School:	Assignment:	Year:
STANDARD(S)			
DEMONSTRATOR(S):			
OBJECTIVE(S):			
<b><u>PRESENT STAGE OF DEVELOPMENT (Check one)</u></b>			
<input type="checkbox"/> Awareness (knowledge and understanding of the concept)		<input type="checkbox"/> Preparation (have skills to begin to implement)	
<input type="checkbox"/> Implementation (knowledge of requirements; implementing)		<input type="checkbox"/> Refinement (refining to increase student performance)	
SPECIFIC PLANS AND ACTIVITIES FOR ACHIEVING OBJECTIVES:			
<p>Appraisal method and target dates for achieving objectives:</p>			
<p>This plan is aligned with the school improvement plan and professional development plan of the school/district.  <i>Please sign below to acknowledge mutual agreement on growth plan target(s)</i></p>			
Evaluatee Signature _____		Evaluator Signature _____	
Date _____		Date _____	
<b>EVALUATEE REFLECTIONS/COMMENTS</b>			
<b>EVALUATOR COMMENTS</b>			
<i>After discussion and reflection, please sign below</i>			
<b>Middle of Cycle – Growth Cycle Review Date</b>			
Evaluatee Signature _____		Evaluator Signature _____	
Date _____		Date _____	
<b>End of Cycle – Plan Status (check one)</b>			
<input type="checkbox"/> Achieved (plan completed)		<input type="checkbox"/> Revised (plan will be revised for next year)	
<input type="checkbox"/> Continue (plan continued for next year)			
Evaluatee Signature _____		Evaluator Signature _____	
Date _____		Date _____	

## **Documentation and Reporting**

The results of each observation shall be documented in writing on the official report forms of the Covington Independent School District. All summative evaluation reports will be completed by the evaluatee's immediate supervisor. All official observation and evaluation report documents shall be signed by both evaluatee and evaluator. The evaluatee shall receive a copy of all observations and evaluations. A copy of the summative evaluation and individual growth plan shall be provided to the Executive Director of Instruction and Learning at the central office and placed in the evaluatee's personnel file.

## **Alternative Available to the Evaluatee**

If, for any reason, the Evaluatee is dissatisfied during the formative data gathering process with their immediate supervisor, they may request a third party observation. This request must be submitted and the third party observation completed by February 15<sup>th</sup>. See evaluation timelines for more specific details.

## **Local Evaluation Appeals Process**

Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the chairperson of the Appeals Panel within five (5) working days of the receipt of the summative evaluation.

## **Appeals Panel Hearing Procedures:**

The purpose of the Appeals Panel hearing is to review the summative evaluation of the employee. Fairness and confidentiality shall be the primary concerns of the panel.

The appeal shall be signed and in writing on a form prescribed by the Superintendent. The form shall state that evaluation records may be presented to and reviewed by the panel.

No panel member shall serve on any appeal on which he/she was the evaluator or the evaluatee.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparents, and corresponding in-laws.

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records, which support the summative evaluation.

A preliminary hearing will be held to provide documentation to all parties and the panel. The chairperson of the panel shall be the person appointed to the committee by the Superintendent. Four (4) copies of all documentation to be considered in the appeal shall be available to the committee at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The closed preliminary hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals panel shall remain and review all documents and formulate questions for the hearing.

Within three (3) working days a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's decision must include one of the following:

- A. A new evaluation by a second certified evaluator.
- B. Uphold the original evaluation.
- C. Remove the summative evaluation or any part of the summative evaluation from the evaluatee's personnel file.

The chairperson of the panel shall present the decision to the Superintendent for implementation within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky State Board of Education Appeals Panel.

#### **Appeals Panel:**

All members of the appeals panel shall be current employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Superintendent. (Reference: KRS 156.101 and 704 KAR 3:345).

In the election to the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Superintendent shall also appoint a member and an alternate to serve on the panel. The length of term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following criteria:

- 1. Open Nomination
- 2. Secret Ballot
- 3. One person/one vote, per vacant position
- 4. All certified employees given the opportunity to vote.

Panel members may seek training through the District Contact Person  
(Executive Director of Instruction and Learning)

## Covington Independent

### Certified Employee Appeal Form

Certified Employee Name: \_\_\_\_\_

Address: \_\_\_\_\_

Title: \_\_\_\_\_

Building: \_\_\_\_\_

- I. In your opinion what evaluation substance/procedures have not been followed, thus, rendering your summative evaluation unfair? Attach additional pages if necessary. (Note: An appeal must be submitted within five (5) working days after receipt of the summative evaluation.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- II. Attach a copy of your summative evaluation, etc, to this form. (Note: Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.)

\_\_\_\_\_  
Certified Employee's Signature Date

- III. Decision of the Appeals Panel.  
Attach additional pages if necessary.  
(Note: A recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

## **State Board Appeals Process**

The Appeal procedures shall be as follows:

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557 (5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.
- (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the Chief State School Officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
- (c) A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel, shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
- (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- (e) A determination of non-compliance shall render the evaluation void, and the employee shall have the right to be re-evaluated.

## Pre-Observation Form

\_\_\_\_\_  
Observee

\_\_\_\_\_  
Observer

\_\_\_\_\_  
Location of Observation

\_\_\_\_\_  
Date

Lesson Summary: (See backside of this form for guiding questions)

\_\_\_\_\_  
Lesson Objective(s)

\_\_\_\_\_  
Situations or circumstances of which observer should be aware:

\_\_\_\_\_  
Observee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date

**\* See Reflective Questions on Back of this Form**

# **Covington Independent Schools**

## **Pre-Observation**

### **Reflective Questions**

- 1) Based on the curriculum map, what are the Learner Objectives for this lesson?**
- 2) How will the student benefit from the knowledge in the lesson? Where in the content is the real-life application?**
- 3) How do you plan to integrate content across disciplines?**
- 4) How will the learner be actively involved in the lesson?**
- 5) How does the lesson address different learning styles and multiple intelligences?**
- 6) How does your lesson implement strategies that address physical, social, and cultural differences?**
- 7) Does your lesson have strategies that incorporate technology? If so, how?**
- 8) Describe how you will assess student learning.**
- 9) Are you using school and community resources to support learning in this lesson? If so, how?**
- 10) How are you collaborating with others? Is it working?**
- 11) Will there be homework assigned that reinforces the lesson? If so, describe.**

**❖ These questions are for your benefit; they do not require written answers.**

# Covington Independent Public School District

## Teacher Formative Observation Form

<i>Name:</i>	<i>School:</i>	<i>Assignment:</i>	<i>Year:</i>
<p><b>STANDARD 1: Designs/Plans Instruction</b>-The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>1.1. Focuses instruction on one or more of Kentucky's learning goals, academic expectations and Kentucky core content.</li> <li>1.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.</li> <li>1.3. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.</li> <li>1.4. Creates and uses learning experiences that are developmentally appropriate for learners.</li> <li>1.5. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.</li> <li>1.6. Arranges the physical classroom to support the types of teaching and learning that are to occur.</li> <li>1.7. Develops and plans appropriate assessment processes.</li> <li>1.8. Secures and uses a variety of appropriate school and community resources to support learning.</li> <li>1.9. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.</li> <li>1.10. Collaborates with others to plan instruction.</li> </ol>	<p><b>STANDARD 2: Knowledge of Content</b>-The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>2.1. Communicates a current knowledge of discipline(s) taught.</li> <li>2.2. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.</li> <li>2.3. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.</li> <li>2.4. Connects content knowledge to real-world applications.</li> <li>2.5. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.</li> <li>2.6. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.</li> </ol>		
<p><b>STANDARD 3: Creates/Maintains Learning Climate</b>-The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>3.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.</li> <li>3.2. Maintains positive classroom interaction by establishing appropriate expectations and procedures.</li> <li>3.3. Shows consistent sensitivity to individuals and responds to students objectively.</li> <li>3.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.</li> <li>3.5. Locates and organizes materials and equipment to create an enriched multimedia environment.</li> <li>3.6. Encourages and supports individual and group inquiry.</li> <li>3.7. Uses a variety of classroom management techniques that foster individual responsibility, cooperation, and on task behavior.</li> <li>3.9. Works with colleagues to develop an effective learning climate within the school.</li> </ol>	<p><b>STANDARD 4: Implements/Manages Instruction</b>-The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>4.1. Communicates specific goals and high expectations for learning.</li> <li>4.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.</li> <li>4.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.</li> <li>4.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students.</li> <li>4.5. Stimulates students to reflect on their own and others ideas.</li> <li>4.6. Uses appropriate questioning strategies to help students solve problems and think critically.</li> <li>4.7. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.</li> <li>4.8. Presents differing viewpoints when integrating knowledge and experiences across disciplines.</li> <li>4.9. Makes effective use of media and technologies.</li> <li>4.10. Makes efficient use of physical and human resources and time.</li> <li>4.11. Provides opportunities for students to use/practice what is learned.</li> <li>4.12. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.</li> </ol>		

# Covington Independent Schools: Teacher Formative Observation Form

<p><b>STANDARD 5: Assesses/Communicates Learning Results</b>-The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>5.1. Selects and uses appropriate assessments.</li> <li>5.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.</li> <li>5.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.</li> <li>5.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.</li> <li>5.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.</li> <li>5.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.</li> </ol>	<p><b>STANDARD 6: Reflects/Evaluates Teaching/Learning</b>-The teacher reflects on and evaluates teaching/learning.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>6.1. Assesses and analyzes the effectiveness of instruction.</li> <li>6.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.</li> <li>6.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.</li> </ol>
<p><b>STANDARD 7: Collaborates with Colleagues/Parents/Others</b> The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>7.1. Collaborates with others and creates situations where collaboration with others will enhance student learning.</li> <li>7.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.</li> <li>7.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.</li> <li>7.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.</li> <li>7.5. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.</li> <li>7.6. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.</li> <li>7.7. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.</li> </ol>	<p><b>STANDARD 8: Engages in Professional Development</b>-The teacher evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> <li>8.1. Establishes priorities for professional growth.</li> <li>8.2. Analyzes student performance to help identify professional development needs.</li> <li>8.3. Solicits input from others in the creation of individual professional development plans.</li> <li>8.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.</li> <li>8.5. Modifies own professional development plan to improve instructional performance and to promote student learning.</li> </ol>

## Covington Independent Schools: Teacher Formative Observation Form

**STANDARD 9: Demonstrates Implementation of Technology**-The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

*The extent to which the teacher:*

- 9.1. Operates a multimedia computer, computer peripherals and uses a variety of software.
- 9.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- 9.3. Demonstrates knowledge of the use of technology in business, industry, and society.
- 9.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 9.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 9.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 9.7. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 9.8. Designs lessons that use technology to address diverse student needs and learning styles.
- 9.9. Practices equitable and legal use of computers and technology in professional activities.
- 9.10. Facilitates the lifelong learning of self and others through the use of technology.
- 9.11. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 9.12. Applies research-based instructional practices that use computers and other technology.
- 9.13. Uses computers and other technology for individual, small group, and large group learning activities.
- 9.14. Uses technology to support multiple assessments of student learning.

**STANDARD 10: Professional Leadership**-The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

*The extent to which the teacher:*

- 10.1. Builds positive relationships within and between school and community.
- 10.2. Promotes leadership potential in colleagues.
- 10.3. Participates in professional organizations and activities.
- 10.4. Writes and speaks effectively.
- 10.5. Contributes to the profession-knowledge and expertise about teaching and learning.
- 10.6. Guides the development of curriculum and instructional materials.
- 10.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 10.8. Initiates and develops educational projects and programs.
- 10.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 10.10. Serves as a role model by being on time and attending regularly to promote high performance.
- 10.11. Maintains integrity and fairness by adhering to a professional code of ethics.

# Covington Independent Public Schools:

## Teacher Formative Observation Form

Name:	School:	Assignment:	Year:
<b>STANDARD 1: Designs/Plans Instruction</b> -The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		<b>STANDARD 2: Knowledge of Content</b> -The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.	
COMMENTS:          <div style="text-align: right;">Rating _____</div>		COMMENTS:          <div style="text-align: right;">Rating _____</div>	
<b>STANDARD 3: Creates/Maintains Learning Climate</b> -The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		<b>STANDARD 4: Implements/Manages Instruction</b> -The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
COMMENTS:          <div style="text-align: right;">Rating _____</div>		COMMENTS:          <div style="text-align: right;">Rating _____</div>	
<b>STANDARD 5: Assesses/Communicates Learning Results</b> -The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		<b>STANDARD 6: Reflects/Evaluates Teaching/ Learning</b> -The teacher reflects on and evaluates teaching/learning.	
COMMENTS:          <div style="text-align: right;">Rating _____</div>		COMMENTS:          <div style="text-align: right;">Rating _____</div>	
<b>STANDARD 7: Collaborates with Colleagues/Parents/Others</b> -The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		<b>STANDARD 8: Engages in Professional Development</b> -The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.	
COMMENTS:          <div style="text-align: right;">Rating _____</div>		COMMENTS:          <div style="text-align: right;">Rating _____</div>	
<b>STANDARD 9: Demonstrates Implementation of Technology</b> -The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.		<b>STANDARD 10: Professional Leadership</b> -The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.	
COMMENTS:          <div style="text-align: right;">Rating _____</div>		COMMENTS:          <div style="text-align: right;">Rating _____</div>	
Teacher Signature _____ Date _____		Evaluator Signature _____ Date _____	

\*4=Exceeds Performance Expectations (Enrichment Growth Process)  
 2=Marginal Performance (Targeted Assisted Growth)

\*3=Meets Performance Expectations (Standard Growth Process)  
 1=Unsatisfactory Performance (Targeted Assisted Growth or Corrective Action)

\*Specific Identification of Demonstrators Required.

## Summary of Observation

**Teacher:** \_\_\_\_\_

A) Strengths identified in formative observation phase:

B) Areas needing improvement identified in formative observation phase:

**Signature acknowledges completion of observation.**

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Observer's Signature

Title

Date

**I have discussed this observation with the observer and have received a copy.  
Signature acknowledges completion of observation and not necessarily agrees with:**

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Teacher

Date

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Supervisor's Signature

Date

Administrator's response in file:    ☐ Yes    ☐ No

Supervisor's response in file:    ☐ Yes    ☐ No

## Summative Evaluation for Teachers

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

(This summarizes all the evaluation data including formative data, products and performances, evidence files, professional development activities, conferences, and other documentation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

Date(s) of Observation(s)    1<sup>st</sup> \_\_\_\_\_    2<sup>nd</sup> \_\_\_\_\_    3<sup>rd</sup> \_\_\_\_\_    4<sup>th</sup> \_\_\_\_\_

Date(s) of Conferences(s) 1<sup>st</sup> \_\_\_\_\_    2<sup>nd</sup> \_\_\_\_\_    3<sup>rd</sup> \_\_\_\_\_    4<sup>th</sup> \_\_\_\_\_

### Teacher Standards:

### Ratings for Final Summative Evaluation

1. Designs/plans instruction
2. Demonstrates knowledge of content
3. Creates/maintains learning climate
4. Implements/manages instruction
5. Assesses and communicates learning results
6. Reflects/evaluates teaching/learning
7. Collaborates with colleagues/parents/others
8. Engages in professional development
9. Demonstrates implementation of technology
10. Demonstrates professional leadership

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A rating of 3 or 4 reflects a desire for additional growth. A rating of 1 or 2 requires a need for growth.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information above has been completed and discussed:

Evaluatee: \_\_\_ Agree with this summative evaluation                      \_\_\_ Disagree with this summative

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Opportunities for appeal process at both the local and state levels are a part of Covington Independent School's District Evaluation Plan.

Employment Recommendation to Central Office:

\_\_\_ Meets teacher standards for re-employment.                      \_\_\_ Does not meet teacher standards for re-employment.

# Covington Independent School District

## Administrator Formative Observation Form

<b>Name:</b>	<b>School:</b>	<b>Assignment:</b>	<b>Year:</b>
<b>STANDARD 1</b>			
<i>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</i>			
<b>KNOWLEDGE AND UNDERSTANDING</b> <ul style="list-style-type: none"> <li>• learning goals in a pluralistic society</li> <li>• the principles of developing and implementing strategic plans</li> <li>• systems theory</li> <li>• information sources, data collection, and data analysis strategies</li> <li>• effective communication</li> <li>• effective consensus-building and negotiation skills</li> </ul> <b>DISPOSITIONS (beliefs, values, commitment)</b> <ul style="list-style-type: none"> <li>• the educability of all</li> <li>• a school vision of high standards of learning</li> <li>• continuous school improvement</li> <li>• the inclusion of all members of the school community</li> <li>• ensuring that students have the knowledge, skills, and values needed to become successful adults</li> <li>• a willingness to continuously examine one's own assumptions, beliefs, and practices</li> <li>• doing the work required for high levels of personal and organization performance</li> </ul>		<b>PERFORMANCES</b> <ul style="list-style-type: none"> <li>• the vision and mission of the school are effectively communicated to staff, parents, students, and community members</li> <li>• the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities</li> <li>• the core beliefs of the school vision are modeled for all stakeholders</li> <li>• the vision is developed with and among stakeholders</li> <li>• the contributions of school community members to the realization of the vision are recognized and celebrated</li> <li>• progress toward the vision/mission is communicated to all stakeholders</li> <li>• the school community is involved in school improvement efforts</li> <li>• the vision shapes the educational programs, plans, and actions</li> <li>• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated</li> <li>• assessment data related to student learning are used to develop the school vision and goals</li> <li>• barriers to achieving the vision are identified, clarified, and addressed</li> <li>• existing resources are used in support of the school vision and goals</li> <li>• the vision, mission, and implementation plans are regularly monitored, evaluated, and revised</li> </ul>	
<b>STANDARD 2</b>			
<i>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i>			
<b>KNOWLEDGE AND UNDERSTANDING</b> <ul style="list-style-type: none"> <li>• student growth and development</li> <li>• applied learning and motivational theories</li> <li>• curriculum design, implementation, evaluation, and refinement</li> <li>• principles of effective instruction</li> <li>• measurement, evaluation, and assessment strategies</li> <li>• diversity and its meaning for educational programs</li> <li>• adult learning and professional development models</li> <li>• change process for systems, organizations, and individuals</li> <li>• role of technology in promoting student learning and professional growth</li> <li>• school cultures</li> </ul> <b>DISPOSITIONS (beliefs, values, commitment)</b> <ul style="list-style-type: none"> <li>• student learning as the fundamental purpose of schooling</li> <li>• the proposition that all students can learn</li> <li>• the variety of ways in which students can learn</li> <li>• life long learning for self and others</li> <li>• professional development as an integral part of school improvement</li> <li>• the benefits that diversity brings to the school community</li> <li>• a safe and supportive learning environment</li> <li>• preparing students to be contributing members of society</li> </ul>		<b>PERFORMANCES</b> <ul style="list-style-type: none"> <li>• all individuals are treated with fairness, dignity, and respect</li> <li>• professional development promotes a focus on student learning consistent with the school vision and goals</li> <li>• students and staff feel valued and important</li> <li>• responsibilities and contributions of each individual are acknowledged</li> <li>• barriers to student learning are identified, clarified, and addressed</li> <li>• diversity is considered in developing learning experiences</li> <li>• life long learning is encouraged and modeled</li> <li>• there is a culture of high expectations for self, student, and staff performance</li> <li>• technologies are used in teaching and learning</li> <li>• student and staff accomplishments are recognized and celebrated</li> <li>• multiple opportunities to learn are available to all students</li> <li>• the school is organized and aligned for success</li> <li>• curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined</li> <li>• curriculum decisions are based on research and expertise of teachers.</li> <li>• the school culture and climate are assessed on a regular basis</li> <li>• a variety of sources of information is used to make decisions</li> <li>• student learning is assessed using a variety of techniques</li> <li>• a variety of supervisory and evaluation models are employed</li> </ul>	

# Covington Independent Schools: Administrative Formative Observation Form

Name:	Year:
<b>STANDARD 3</b> <i>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i>	
<b>KNOWLEDGE AND UNDERSTANDING</b> <ul style="list-style-type: none"> <li>• theories and models of organizations and the principles of organizational development</li> <li>• operational procedures at the school and district level</li> <li>• principles and issues relating to school safety and security</li> <li>• human resources management and development</li> <li>• principles and issues relating to fiscal operations of school management</li> <li>• principles and issues relating to school facilities and use of space</li> <li>• legal issues impacting school operations</li> <li>• current technologies that support management functions</li> </ul> <b>DISPOSITIONS (beliefs, values, commitment)</b> <ul style="list-style-type: none"> <li>• making management decisions to enhance learning and teaching</li> <li>• taking risks to improve schools</li> <li>• trusting people and their judgments</li> <li>• accepting responsibility</li> <li>• high-quality standards, expectations, and performances</li> <li>• involving stakeholders in management processes</li> <li>• a safe environment</li> </ul>	<b>PERFORMANCES</b> <ul style="list-style-type: none"> <li>• knowledge of learning, teaching, and student development is used to make informed management decisions</li> <li>• operational procedures are designed and managed to maximize opportunities for successful learning</li> <li>• emerging trends are recognized, studied, and applied as appropriate</li> <li>• operational plans and procedures to achieve the vision and goals of the school are in place</li> <li>• collective bargaining and other contractual agreements related to the school are effectively managed</li> <li>• the school plant, equipment, and support systems operate safely, efficiently, and effectively</li> <li>• time is managed to maximize attainment of organizational goals</li> <li>• potential problems and opportunities are identified</li> <li>• problems are confronted and resolved in a timely manner</li> <li>• financial, human, and material resources are aligned to the goals of schools</li> <li>• the school acts entrepreneurially to support continuous improvement</li> <li>• organizational systems are regularly monitored and modified as needed</li> <li>• stakeholders are involved in decisions affecting schools</li> <li>• responsibility is shared to maximize ownership and accountability</li> <li>• effective problem-framing and problem-solving skills are used</li> <li>• effective conflict resolution skills are used</li> <li>• effective group-process and consensus-building skills are used</li> <li>• effective communication skills are used</li> <li>• a safe, clean, and aesthetically pleasing school environment is created and maintained.</li> <li>• assumes school functions well by reporting on time and modeling regular attendance.</li> </ul>
<b>STANDARD 4</b> <i>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>	
<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• emerging issues and trends that potentially impact the school community</li> <li>• the conditions and dynamics of the diverse school community</li> <li>• community resources</li> <li>• community relations and marketing strategies and processes</li> <li>• successful models of school, family, business, community, government and higher education partnerships</li> </ul> <b>DISPOSITIONS (beliefs, values, commitment)</b> <ul style="list-style-type: none"> <li>• schools operating as an integral part of the larger community</li> <li>• collaboration and communication with families</li> <li>• involvement of families and other stakeholders in school decision-making processes</li> <li>• the proposition that diversity enriches the school</li> <li>• families as partners in the education of their children</li> <li>• the proposition that families have the best interests of their children in mind</li> <li>• resources of the family and community needing to be brought to bear on the education of students</li> <li>• an informed public</li> </ul>	<b>PERFORMANCES</b> <ul style="list-style-type: none"> <li>• high visibility, active involvement, and communication with the larger community is a priority</li> <li>• relationships with community leaders are identified and nurtured</li> <li>• information about family and community concerns, expectations, and needs is used regularly</li> <li>• there is outreach to different business, religious, political, and service agencies and organizations</li> <li>• credence is given to individuals and groups whose values and opinions may conflict</li> <li>• the school and community serve one another as resources</li> <li>• available community resources are secured to help the school solve problems and achieve goals</li> <li>• partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals</li> <li>• community youth family services are integrated with school programs</li> <li>• community stakeholders are treated equitably</li> <li>• diversity is recognized and valued</li> <li>• effective media relations are developed and maintained</li> <li>• a comprehensive program of community relations is established</li> <li>• public resources and funds are used appropriately and wisely</li> <li>• community collaboration is modeled for staff</li> <li>• opportunities for staff to develop collaborative skills are provided</li> </ul>

# Covington Independent Schools:

## Administrative Formative Observation Form

Name: _____	Year: _____
<b>STANDARD 5</b> <i>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</i>	
<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• the purpose of education and the role of leadership in modern society</li> <li>• various ethical frameworks and perspectives on ethics</li> <li>• the values of the diverse school community</li> <li>• professional codes of ethics</li> <li>• the philosophy and history of education</li> </ul> <b>DISPOSITIONS (beliefs, values, commitment)</b> <ul style="list-style-type: none"> <li>• the ideal of the common good</li> <li>• the principles in the Bill of Rights</li> <li>• the right of every student to a free, quality education</li> <li>• bringing ethical principles to the decision-making process</li> <li>• subordinating one's own interest to the good of the school community</li> <li>• accepting the consequences for upholding one's principles and actions</li> <li>• using the influence of one's office constructively and productively in the service of all students and their families</li> <li>• development of a caring school community</li> </ul>	<b>PERFORMANCES</b> <ul style="list-style-type: none"> <li>• examines personal and professional values</li> <li>• demonstrates a personal and professional code of ethics</li> <li>• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance</li> <li>• serves as a role model</li> <li>• accepts responsibility for school operations</li> <li>• considers the impact of one's administrative practices on others</li> <li>• uses the influence of the office to enhance the educational program rather than for personal gain</li> <li>• treats people fairly, equitably, and with dignity and respect</li> <li>• protects the rights and confidentiality of students and staff</li> <li>• demonstrates appreciation for and sensitivity to the diversity in the school community</li> <li>• recognizes and respects the legitimate authority of others</li> <li>• examines and considers the prevailing values of the diverse school community</li> <li>• expects that others in the school community will demonstrate integrity and exercise ethical behavior</li> <li>• opens the school to public scrutiny</li> <li>• fulfills legal and contractual obligations</li> <li>• applies laws and procedures fairly, wisely, and considerately</li> </ul>
<b>STANDARD 6</b> <i>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</i>	
<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• principles of representative governance that undergird the system of American schools</li> <li>• the role of public education in developing and renewing a democratic society and an economically productive nation</li> <li>• the law as related to education and schooling</li> <li>• the political, social, cultural and economic systems and processes that impact schools</li> <li>• models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling</li> <li>• global issues and forces affecting teaching and learning</li> <li>• the dynamics of policy development and advocacy under our democratic political system</li> <li>• the importance of diversity and equity in a democratic society</li> </ul> <b>DISPOSITIONS (beliefs, values, commitment)</b> <ul style="list-style-type: none"> <li>• education as a key to opportunity and social mobility</li> <li>• recognizing a variety of ideas, values, and cultures</li> <li>• importance of a continuing dialogue with other decision makers affecting education</li> <li>• actively participating in the political and policy-making context in the service of education</li> <li>• using legal systems to protect student rights and improve student opportunities</li> </ul>	<b>PERFORMANCES</b> <ul style="list-style-type: none"> <li>• the environment in which schools operate is influenced on behalf of students and their families</li> <li>• communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate</li> <li>• there is ongoing dialogue with representatives of diverse community groups</li> <li>• the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities</li> <li>• public policy is shaped to provide quality education for students</li> <li>• lines of communication are developed with decision makers outside the school community</li> </ul>

**Covington Independent Schools:**  
***Administrative Formative Observation Form***

Name:	School:	Assignment:	Year:
<b>STANDARD 1:</b> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.  Comments:          Rating _____	<b>STANDARD 2:</b> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.  Comments:          Rating _____	<b>STANDARD 3:</b> A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.  Comments:          Rating _____	
<b>STANDARD 4:</b> A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.  Comments:          Rating _____	<b>STANDARD 5:</b> A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.  Comments:          Rating _____	<b>STANDARD 6:</b> A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.  Comments:          Rating _____	

**\*4=Exceeds Performance Expectations (Enrichment Growth Process)**  
**2=Marginal Performance (Targeted Assisted Growth)**

**\*Specific Identification of Demonstrators Required.**

**\*3=Meets Performance Expectations (Standard Growth Process)**  
**1=Unsatisfactory Performance (Targeted Assisted Growth or Corrective Action)**

## Summary of Observation

**Administrator:** \_\_\_\_\_

A) Strengths identified in formative observation phase:

B) Areas needing improvement identified in formative observation phase:

**Signature acknowledges completion of observation.**

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Observer's Signature	Title	Date
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**I have discussed this observation with the observer and have received a copy.  
Signature acknowledges completion of observation and not necessarily agrees with:**

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Administrator	Date
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Supervisor's Signature	Date
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Administrator's response in file:    ☐ Yes    ☐ No

Supervisor's response in file:    ☐ Yes    ☐ No

## Summative Evaluation for Administrators

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observation(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Date(s) of Conferences(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

### Teacher Standards:

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

### Ratings for Final Summative Evaluation

_____
_____
_____
_____
_____
_____

A rating of 3 or 4 reflects a desire for additional growth. A rating of 1 or 2 requires a need for growth.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s)

checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To be signed after all information above has been completed and discussed:

Evaluatee: \_\_\_ Agree with this summative evaluation \_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

Opportunities for appeal process at both the local and state levels are a part of Covington Independent School's District Evaluation Plan.

Employment Recommendation to Central Office:

Re-employment Recommended \_\_\_\_\_ Re-employment Not Recommended \_\_\_\_\_

# Covington Independent School District

## Guidance Counselor/Intervention Specialist Formative Observation Form

Name:	School:	Year:
<p><b>Standard 1: Program Management, Research, and Evaluation-</b>The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling in conjunction with the school's consolidated plan. This program should be shared with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>1.1 Define needs and priorities.</li> <li>1.2 Determine objectives.</li> <li>1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.</li> <li>1.4 Organize personnel, physical resources, and activities to accomplish goals, priorities and objectives specified by school plans.</li> <li>1.5 Evaluate the program to assure its contribution to the school's mission and goals.</li> <li>1.6 Use information systems &amp; technology.</li> </ul>	<p><b>Standard 2: Consultation/Collaboration-</b>The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>2.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.</li> <li>2.2 Interpret relevant information concerning the developmental needs of students.</li> <li>2.3 Reduce barriers to student learning through direct referred services.</li> <li>2.4 Facilitate new student integration into the school environment.</li> <li>2.5 Work with teachers to provide support for students in a crisis situation.</li> <li>2.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.</li> <li>2.7 Facilitate successful communication between and among teachers, parents, teacher and students.</li> <li>2.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.</li> <li>2.9 Consult with external community and professional resources.</li> </ul>	<p><b>Standard 3: Coordination-</b>The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>3.1 Coordinate with school and community personnel, including school councils, to provide resources for students.</li> <li>3.2 Use an effective referral process for assisting students and others to use special programs and services.</li> <li>3.3 Identify community agencies for referral of students.</li> <li>3.4 Maintain cooperative working relationships with community resources.</li> <li>3.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)</li> <li>3.6 Maintain, update, and interpret confidential student records.</li> </ul>

# Covington Independent Schools:

## Guidance Counselor/Intervention Specialist Formative Observation Form

<p><b>Standard 4: Developmental Guidance Curriculum</b>-The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>4.1 Assess developmental need of students.</li> <li>4.2 Address academic expectations and school-to-work initiatives.</li> <li>4.3 Prepare students for successful transitions.</li> <li>4.4 Evaluate results of the program's impact.</li> <li>4.5 Modify the program as needed to continually meet the needs of students.</li> <li>4.6 Guide individuals and groups of students through the development of educational and career plans.</li> <li>4.7 Provide guidance for maximizing personal growth and development.</li> <li>4.8 Provide the school developmental guidance program.</li> </ul>	<p><b>Standard 5: Individual/Small Group Counseling</b>-The school counselor will provide services to address mental, physical, and emotional barriers to learning by providing services in the following ways: individual and group, scheduled and impromptu and short term and long term.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>5.1 Provide a safe, confidential setting in which students present their needs &amp; concerns.</li> <li>5.2 Promote wellness.</li> <li>5.3 Respond to crises.</li> <li>5.4 Communicate empathy and understanding.</li> <li>5.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.</li> <li>5.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).</li> <li>5.7 Intervene in problem/conflict situations and conduct follow-up sessions.</li> <li>5.8 Respect and nurture the uniqueness of each student.</li> <li>5.9 Mediate classroom and student conflict.</li> <li>5.10 Empower students to develop and use their resources.</li> </ul>	<p><b>Standard 6: Assessment</b>-The school counselor collaborates with other school and district staff as needed to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>6.1 Participate as needed in the planning, administration, and evaluation of the district/school testing program.</li> <li>6.2 Interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.</li> <li>6.3 Collaborate with staff concerning assessment of special needs students.</li> <li>6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.</li> <li>6.5 Maintain student records to ensure the confidentiality of assessment data.</li> <li>6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.</li> </ul>
<p><b>Standard 7: Adheres to Professional Standards</b>-The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.</li> <li>7.2 Adhere to federal/state laws and regulations related to education and child protection.</li> <li>7.3 Be responsible for his/her on-going professional development.</li> <li>7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action; except in the absence of building administrators.</li> <li>7.5 Be knowledgeable of the position statements of the American School Counselor Association.</li> <li>7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.</li> <li>7.7 Model for others the importance of punctual and timely attendance.</li> </ul>	<p><b>Standard 8: Demonstrates Professional Leadership</b>-The school counselor provides professional leadership within the school, community, and education profession to improve student learning and well being.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>8.1 Build positive relationships within and between school and community.</li> <li>8.2 Promote leadership potential in colleagues.</li> <li>8.3 Participate in professional organizations and activities.</li> <li>8.4 Write and speak effectively.</li> <li>8.5 Participates in development of curriculum and instructional materials.</li> <li>8.6 Initiates and develops educational projects and programs in the area of student services.</li> <li>8.7 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.</li> <li>8.8 Present program in a manner that reflects sensitivity to a multicultural and global perspective.</li> <li>8.9 Work with colleagues to administer an effective learning climate within the school.</li> <li>8.10 Work with colleagues to administer an effective learning climate within the school.</li> </ul>	<p><b>Standard 9: Engages in Professional Development</b>-The school counselor evaluates his or her own overall performance in relation to, but not limited to the school's Consolidated Plan, and the nine counselor standards.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> <li>9.1 Establish priorities for professional growth.</li> <li>9.2 Analyze student services issues to help identify professional development needs.</li> <li>9.3 Consider input from others in the creation of individual professional development plans.</li> <li>9.4 Implement knowledge and skills acquired through on-going professional development.</li> <li>9.5 Modify own professional development plan to improve performance and to promote student learning.</li> <li>9.6 Provides input for targeted student services specific professional development.</li> </ul>

**Covington Independent Schools:**  
***Guidance Counselor/Intervention Specialist Formative Observation Form***

<b>Name:</b>	<b>School:</b>	<b>Year:</b>
<b>Standard 1: Program Management, Research, and Evaluation</b>	<b>Standard 2: Consultation/Collaboration</b>	<b>Standard 3: Coordination</b>
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
Rating _____	Rating _____	Rating _____
<b>Standard 4: Developmental Guidance Curriculum</b>	<b>Standard 5: Individual/Small Group Counseling</b>	<b>Standard 6: Assessment</b>
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
Rating _____	Rating _____	Rating _____
<b>Standard 7: Adheres to Professional Standards</b>	<b>Standard 8: Demonstrates Professional Leadership</b>	<b>Standard 9: Engages in Professional Development</b>
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
Rating _____	Rating _____	Rating _____

\*4=Exceeds Performance Expectations (Enrichment Growth Process)  
 2=Marginal Performance (Targeted Assisted Growth)

\*3=Meets Performance Expectations (Standard Growth Process)  
 1=Unsatisfactory Performance (Targeted Assisted Growth or Corrective Action)

\*Specific Identification of Demonstrators Required.

## Summary of Observation

**Counselor/Intervention Specialist:** \_\_\_\_\_

A) Strengths identified in formative observation phase:

B) Areas needing improvement identified in formative observation phase:

**Signature acknowledges completion of observation.**

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Observer's Signature	Title	Date
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**I have discussed this observation with the observer and have received a copy.  
Signature acknowledges completion of observation and not necessarily agrees with:**

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Counselor/Intervention Specialist	Date
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Administrator's Signature	Date
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Counselor/Intervention Specialist's response in file: \_\_\_\_ Yes \_\_\_\_ No

Administrator's response in file: \_\_\_\_ Yes \_\_\_\_ No

## Summative Evaluation for Guidance Counselor/Intervention Specialist

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

Date(s) of Observation(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Date(s) of Conferences(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

### Teacher Standards:

### Ratings for Final Summative Evaluation

1. Program Management, Research, and Evaluation
2. Consultation/Collaboration
3. Coordination
4. Developmental Guidance Curriculum
5. Individual/Small Group Counseling
6. Assessment
7. Adheres to Professional Standards
8. Demonstrates Professional Leadership
9. Engages in Professional Development

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

A rating of 3 or 4 reflects a desire for additional growth. A rating of 1 or 2 requires a need for growth.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To be signed after all information above has been completed and discussed:

Evaluatee: Agree with this summative evaluation \_\_\_\_\_ Disagree with this summative evaluation \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Opportunities for appeal process at both the local and state levels are a part of Covington Independent School's District Evaluation Plan.

Employment Recommendation to Central Office:

Re-employment Recommended \_\_\_\_\_ Re-employment Not Recommended \_\_\_\_\_

# Covington Independent School District

## School Library Media Specialist Formative Observation Form

Name: _____ School: _____	Assignment: _____ Year: _____
<p><b>STANDARD 1:</b> A School Library Media Specialist demonstrates proficiency in the management and administration of the library media center.</p> <p><b>PERFORMANCES</b></p> <ol style="list-style-type: none"> <li>1.1. Plans long and short range goals of the library media center program with faculty, administration, and students.</li> <li>1.2. Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.</li> <li>1.3. Administers the budget according to the goals and objectives of the program.</li> <li>1.4. Develops and/or follows library media center policies e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.</li> <li>1.5. Develops plans for maintaining a technologically current facility and program.</li> <li>1.6. Organizes, classifies, and catalogs library materials following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.</li> <li>1.7. Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.</li> <li>1.8. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis identifying strengths and weaknesses.</li> <li>1.9. Organizes and maintains the library media center as a functional attractive, safe, and orderly environment for optimal use by students and faculty.</li> <li>1.10. Publicizes the library media center programs, services, and materials.</li> <li>1.11. Is responsible for the proper use of the facility, materials, and equipment.</li> <li>1.12. May plan and/or participate in special projects or proposals, e.g. book fairs.</li> <li>1.13. Trains and supervises library media center clerical staff, volunteers, and student helpers.</li> <li>1.14. Is responsible for an effective media center staffed by a media professional by exhibiting timely attendance.</li> </ol>	<p><b>STANDARD 2:</b> A School Library Media Specialist provides exemplary resources through collection development.</p> <p><b>PERFORMANCES</b></p> <ol style="list-style-type: none"> <li>2.1. Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.</li> <li>2.2. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.</li> <li>2.3. Chooses materials using selection tools, bibliographies, periodical reviews workshop and professional judgment recommendations.</li> <li>2.4. Maintains a professional collection.</li> <li>2.5. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.</li> <li>2.6. Keeps automated catalog current.</li> <li>2.7. Maintains statistical records and shelf list needed to verify collection of the library media center holdings.</li> <li>2.8. Makes general repairs, weeds collection, and takes annual inventory.</li> </ol>

# Covington Independent Schools:

## *Library Media Specialist Formative Observation Form*

<p><b>STANDARD 3:</b> A School Library Media Specialist provides an effective library media program through services.</p> <p><b>PERFORMANCES</b></p> <p>3. 1. Exercises a supportive role and serves as a catalyst in insuring the library media center is central to the instructional program of the school.</p> <p>3.2. Participates as a member of the instructional team (s) in curriculum development projects and plans regularly with teachers, as scheduling permits.</p> <p>3.3. Provides the leadership and develops expertise for the incorporation of information and instructional technologies into the school curriculum.</p> <p>3.4. Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.</p> <p>3.5. Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.</p> <p>3.6. Assists faculty in the selection of materials to supplement classroom instruction.</p> <p>3.7. Establishes positive rapport with staff and students.</p> <p>3.8. Makes the library media center and its resources accessible to students and faculty.</p> <p>3.9. Initiates flexible use of the library media center by individual, small groups, and large groups for research, browsing, recreational reading, and listening.</p> <p>3. 10. Provides orientation for new faculty and students.</p> <p>3.11. Maintains effective communication with staff and students e.g. informs faculty and students of new acquisitions and services.</p> <p>3.12. Is available as a personal resource for all students and faculty.</p>	<p><b>STANDARD 4:</b> A School Library Media Specialist enables students to become effective information users.</p> <p><b>PERFORMANCES</b></p> <p>4. 1. Plans and implements a library media center program of library information skills in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.</p> <p>4.2. Informally evaluates individual and group needs and provides appropriate learning experiences.</p> <p>4.3. Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.</p> <p>4.4. Provides for independent and cooperative group learning.</p> <p>4.5. Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.</p> <p>4.6. Promotes appreciation of various forms of literature emphasizing the highest quality.</p> <p>4.7. Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills; and to become skilled in all modes of communication.</p> <p>4.8. Incorporates the use of technology in accessing information.</p> <p>4.9. Assists students in the use of multimedia for completed projects.</p>	<p><b>STANDARD 5:</b> A School Library Media Specialist assumes responsibility for professional growth practices.</p> <p><b>PERFORMANCES</b></p> <p>5.1. Follows the school's policies and procedures.</p> <p>5.2. Promotes compliance with the copyright law to the best of their knowledge.</p> <p>5.3. Attends local professional growth activities and meetings.</p> <p>5.4. Demonstrates commitment by belonging to professional library organizations and attending meetings, workshops, conferences and other activities related to the field.</p> <p>5.5. Identifies professional growth activities, which will improve the library media, program.</p> <p>5.6. Develops Professional Growth Plan.</p> <p>5.7. Develops a plan that is congruent with the school and district mission and goals.</p> <p>5.8. Revises Professional Growth Plan as goals change.</p> <p>5.9. Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.</p>
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**Covington Independent Schools:**  
***Library Media Specialist Formative Observation Form***

<b>Name:</b>	<b>School:</b>	<b>Year:</b>
<b>STANDARD 1:</b> A School Library Media Specialist demonstrates proficiency in the management and administration of the library media center.	<b>STANDARD 2:</b> A School Library Media Specialist provides exemplary resources through collection development.	<b>STANDARD 3:</b> A School Library Media Specialist provides an effective library media program through services.
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
Rating_____	Rating_____	Rating_____
<b>STANDARD 4:</b> A School Library Media Specialist enables students to become effective information users.	<b>EXPECTATIONS</b> <i>*4=Exceeds Performance Expectations</i> <i>3=Meets Performance Expectations</i> <i>*2=Marginal Performance (areas need improvement)</i> <i>*1=Unsatisfactory Performance</i>	<b>STANDARD 5:</b> A School Library Media Specialist assumes responsibility for professional growth practices.
<b>Comments:</b>		<b>Comments:</b>
Rating_____		Rating_____

*\*4=Exceeds Performance Expectations (Enrichment Growth Process)*  
*2=Marginal Performance (Targeted Assisted Growth)*

*\*3=Meets Performance Expectations (Standard Growth Process)*  
*1=Unsatisfactory Performance (Targeted Assisted Growth or Corrective Action)*

*\*Specific Identification of Demonstrators Required.*

## Summary of Observation

**Library Media Specialist:** \_\_\_\_\_

A) Strengths identified in formative observation phase:

B) Areas needing improvement identified in formative observation phase:

**Signature acknowledges completion of observation.**

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Observer's Signature	Title	Date
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**I have discussed this observation with the observer and have received a copy.  
Signature acknowledges completion of observation and not necessarily agrees with:**

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Library Media Specialist's Signature	Date
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Administrator's Signature	Date
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Library/Media Specialist's response in file: \_\_\_\_ Yes \_\_\_\_ No

Administrator's response in file: \_\_\_\_ Yes \_\_\_\_ No

## Summative Evaluation Library Media Specialists

This summarizes all evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, conferences, and other documentation.

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observation(s): \_\_\_\_\_  
Date(s) of Conference(s): \_\_\_\_\_

### Library Media Specialist Standards:

### Ratings for Final Summative Evaluation

- |   |       |
|---|-------|
| 1. Management/Administration                      | _____ |
| 2. Provides Resources                             | _____ |
| 3. Provides Effective Services                    | _____ |
| 4. Enables Students                               | _____ |
| 5. Assumes responsibility for professional growth | _____ |

A rating of 3 or 4 reflects a desire for growth. A rating of 1 or 2 requires a need for growth.

Individual professional growth plan reflects a desire/need to include the standard(s) checked below.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

Evaluatee's Comments : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To be signed after all information above has been completed and discussed:

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation \_\_\_\_\_ Disagree with this summative evaluation

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Opportunities for appeal process at both the local and state levels are a part of Covington Independent Schools evaluation plan. Appeals must be made within the time frames mandated in the district plan.

### Employment Recommendation to Central Office:

Re-employment Recommended \_\_\_\_\_ Re-employment \_\_\_\_\_

# Covington Independent School District

## Speech Therapist Formative Observation Form

Name:	Assignment:	Year:
<b>STANDARD 1: Implements Assessment Procedures</b>  <b>PERFORMANCES</b> 1.1. Assists and guides teachers through the referral process 1.2. Provides screening to identify need for further assessment. 1.3 Provides a thorough assessment and diagnosis. 1.4. Maintains ongoing records of referred, screened, and eligible students. 1.5. Follows timelines from initial referral to placement. 1.6. Completes all forms as required before placement and re-evaluation. 1.7. Compiles case history as needed. 1.8. Assists in referrals to agencies.	<b>STANDARD 2: Demonstrates Readiness to Teach</b>  <b>PERFORMANCES</b> 2.1. Selects appropriate student objectives as dictated by ARC and IEP. 2.2. Selects appropriate learning experiences. 2.3. Uses time effectively. 2.4. Prepares instruction on the basis of individual needs. 2.5. Develops a therapeutic program. 2.6 Schedules caseload in an efficient and cooperative manner.	<b>STANDARD 3: Demonstrates a Proficiently Managed Environment</b>  <b>PERFORMANCES</b> 3.1. Arranges setting to support learner activities 3.2. Provides for a safe and orderly environment. 3.3. Uses classroom procedures that are clear and easily managed. 3.4. Uses classroom procedures that permit independent and interdependent learning.
<b>STANDARD 4: Demonstrates Proficiency in Managing Student Behavior</b>  <b>PERFORMANCES</b> 4.1. Establishes and clearly communicates expectations. 4.2. Reinforces acceptable student behaviors. 4.3. Uses appropriate consequences for altering unacceptable student behaviors. 4.4. Monitors student behaviors. 4.5. Holds each student accountable for his/her own behaviors. 4.6. Creates a climate in which students display initiative and accept responsibility for learning and conduct. 4.7. Demonstrates fairness and consistency in enforcing behavior expectations. 4.8. Manages disruptive behavior constructively while maintaining instructional momentum.	<b>STANDARD 5: Integrates the Curriculum So That Students Can Make Connection Between Knowledge and Experiences</b>  <b>PERFORMANCES</b> 5.1. Implements therapy related to classroom curriculum when possible. 5.2. Designs and implements themes of interest to students. 5.3. Provides for critical differences of students in curriculum and instruction planning and implementation. 5.4. Uses student performance to evaluate growth.	<b>STANDARD 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups</b>  <b>PERFORMANCES</b> 6.1. Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others; teaches skills for group communication - listening, speaking)

# Covington Independent Schools: Speech Therapist Formative Observation Form

<p><b>STANDARD 7:</b> Uses a Variety of Effective Teaching Techniques, Equipment, Media, and Materials</p> <p><b>PERFORMANCES</b></p> <p>7.1. Uses cooperative learning strategies, when appropriate.</p> <p>7.2. Provides multi-activities (e.g. learning centers, technology)</p> <p>7.3. Selects teaching techniques that match the readiness of students to learn.</p> <p>7.4. Provides for independent and interdependent learning.</p> <p>7.5. Maintains a schedule that assures students will experience success.</p> <p>7.6. Uses a variety of questioning techniques (e.g. signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)</p> <p>7.7. Demonstrates knowledge about technology in the speech environment.</p> <p>7.8. Incorporates use of technology into instructional plan, when possible.</p> <p>7.9. Uses community resources to enhance instruction.</p>	<p><b>STANDARD 8:</b> Uses Teaching Strategies That Increase Motivation</p> <p><b>PERFORMANCES</b></p> <p>8.1 Is knowledgeable of Total Communication Approach</p> <p>8.2. Provides all students with the opportunity for successful experiences.</p> <p>8.3. Demonstrates high expectations.</p> <p>8.4. Demonstrates a high level of concern for student success.</p> <p>8.5. Communicates a positive classroom climate of mutual respect.</p> <p>8.6. Promotes interest through personalizing instruction and novel approaches.</p> <p>8.7. Provides knowledge of results that are meaningful and timely.</p> <p>8.8. Provides specific feedback.</p> <p>8.9. Demonstrates a caring attitude.</p> <p>8.10. Demonstrates consistent communication with parent/guardian.</p>	<p><b>STANDARD 9:</b> Reports to Parent/guardian on the Basis of the Result of Student Progress Assessment</p> <p><b>PERFORMANCES</b></p> <p>9.1. Prepares paperwork in advance and has necessary forms available for parent conferences.</p> <p>9.2. Uses narrative methods of reporting student progress when appropriate.</p> <p>9.3. Shows actual expectations met by student.</p> <p>9.4. Conducts conferences with parent/guardian.</p> <p>9.5. Reports so students are not compared to other students.</p> <p>9.6. Maintains ongoing communication with parent/guardian.</p> <p>9.7. Provides information regarding agencies/programs available within the community as needed.</p>
<p><b>STANDARD 10:</b> Collaborates with Teacher and Staff</p> <p><b>PERFORMANCES</b></p> <p>10.1. Plans with classroom teachers and staff to implement therapy.</p> <p>10.2. Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services</p> <p>10.3. Serves as a consultant on topics regarding speech/language development.</p> <p>10.4. Assists in proper referrals of individual to agencies and specialists in the community as appropriate.</p> <p>10.5. Shares instructional materials and media.</p>	<p><b>STANDARD 11:</b> Meets Professional Standards</p> <p><b>PERFORMANCES</b></p> <p>11.1. Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.</p> <p>11.2. Meets assigned time frames.</p> <p>11.3. Serves on committees.</p> <p>11.4. Fulfills out-of-class obligations/duties.</p> <p>11.5. Maintains confidentiality regarding students.</p> <p>11.6. Shows positive working relationship with faculty and staff.</p> <p>11.7. Follows proper channels to address issues and problems.</p> <p>11.8. Shows proper regard toward students.</p> <p>11.9. Demonstrates good judgment in decision making.</p> <p>11.10. Seeks further education/training.</p> <p>11.11. Participates in workshops, seminars, and other professional growth opportunities.</p> <p>11.12. Belongs to professional organizations.</p> <p>11.13. Establishes a pattern of dependability by being punctual and having regular attendance.</p> <p>11.14. Establishes a regular and timely pattern of attendance so to effectively serve students.</p>	<p><b>STANDARD 12:</b> Uses Professional Growth Activities to Improve the Speech Therapy Program</p> <p><b>PERFORMANCES</b></p> <p>12.1. Identifies professional growth activities which will improve the speech therapy program.</p> <p>12.2. Develops Professional Growth Plan.</p> <p>12.3. Develops a plan that is congruent with the school and district mission and goals.</p> <p>12.4. Revises Professional Growth Plan as goals change.</p>

**Covington Independent Schools:**  
***Speech Therapist Formative Observation Form***

<b>Name:</b>		<b>Year:</b>	
<b>STANDARD 1:</b> Implements Assessment Procedures	<b>STANDARD 2:</b> Demonstrates Readiness to Teach	<b>STANDARD 3:</b> Demonstrates a Proficiently Managed Environment	<b>STANDARD 4:</b> Demonstrates Proficiency in Managing Student Behavior
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
<b>Rating</b> _____	<b>Rating</b> _____	<b>Rating</b> _____	<b>Rating</b> _____
<b>STANDARD 5:</b> Integrates the Curriculum So That Students Can Make Connections Between Knowledge and Experiences	<b>STANDARD 6:</b> Teaches the Skills Necessary for Students to Become Productive Members of Various Groups	<b>STANDARD 7:</b> Uses a Variety of Effective Teaching Techniques, Equipment, Media, and Materials	<b>STANDARD 8:</b> Uses Teaching Strategies That Increase Motivation
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
<b>Rating</b> _____	<b>Rating</b> _____	<b>Rating</b> _____	<b>Rating</b> _____
<b>STANDARD 9:</b> Reports to Parent/guardian on the Basis of the Result of Student Progress Assessment	<b>STANDARD 10:</b> Collaborates with Teacher and Staff	<b>STANDARD 11:</b> Meets Professional Standards	<b>STANDARD 12:</b> Uses Professional Growth Activities to Improve the Speech Therapy Program
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
<b>Rating</b> _____	<b>Rating</b> _____	<b>Rating</b> _____	<b>Rating</b> _____

**\*4=Exceeds Performance Expectations (Enrichment Growth Process)**  
**2=Marginal Performance (Targeted Assisted Growth)**

**\*3=Meets Performance Expectations (Standard Growth Process)**  
**1=Unsatisfactory Performance (Targeted Assisted Growth or Corrective Action)**

**\*Specific Identification of Demonstrators Required.**

## Summary of Observation

**Speech Therapist:** \_\_\_\_\_

A) Strengths identified in formative observation phase:

B) Areas needing improvement identified in formative observation phase:

**Signature acknowledges completion of observation.**

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Observer's Signature

Title

Date

**I have discussed this observation with the observer and have received a copy.**

**Signature acknowledges completion of observation and not necessarily agrees with:**

---

Speech Therapist's Signature

Date

---

Administrator's Signature

Date

Speech Therapist's response in file: \_\_\_\_ Yes \_\_\_\_ No

Administrator's response in file: \_\_\_\_ Yes \_\_\_\_ No

## Summative Evaluation for Speech Therapist

This summarizes all evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, conferences, and other documentation.

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observation(s): \_\_\_\_\_

Date(s) of Conference(s): \_\_\_\_\_

### Speech Therapist Standards:

1. Assessment procedures
2. Readiness to teach
3. Manages environment
4. Student behavior
5. Integrates curriculum
6. Teaches necessary skills
7. Uses a variety of techniques
8. Strategies to increase motivation
9. Reports student progress to parents
10. Collaborates with teachers & staff
11. Meets professional standards
12. Uses growth activities to improve

### Ratings for Final Summative Evaluation

_____
_____
_____
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_____
_____
_____
_____

A rating of 3 or 4 reflects a desire for growth. A rating of 1 or 2 requires a need for growth.

Individual professional growth plan reflects a desire/need to include the standard(s) checked below.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

Evaluated's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To be signed after all information has been completed and discussed:

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation \_\_\_\_\_ Disagree with this summative evaluation

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Opportunities for appeal process at both the local and state levels are a part of Covington Independent Schools evaluation plan.

### Employment Recommendation to Central Office:

Re-employment Recommended \_\_\_\_\_ Re-employment \_\_\_\_\_

# Covington Independent School District

## School Psychologist Formative Observation Form

<p><b>Name:</b></p>	<p><b>Assignment:</b></p>
<p><b>STANDARD 1: Adheres to Professional Standards</b> - The school psychologist is a professional who acts within legal and ethical guidelines to accomplish educational purposes.</p> <p><b>PERFORMANCES</b></p> <ul style="list-style-type: none"> <li>1.1 Adheres to professional code of ethics of the National Association of School Psychologists and the Code of Ethics adopted by the Kentucky Educational Professional Standards Board.</li> <li>1.2 Adheres to federal and state laws and regulations related to education and child protection.</li> <li>1.3 Is responsible for ongoing professional development consistent with an individual professional growth plan.</li> <li>1.4 Acts in a role that clearly distinguishes him/her from any professional who administers disciplinary action.</li> <li>1.5 Is knowledgeable of the position statements of the National Association of School Psychologists and the Kentucky Association of Psychologists in the Schools.</li> <li>1.6 Identifies activities that would be in conflict with the primary roles of the school psychologist and advocates for best practices of the profession.</li> </ul>	<p><b>STANDARD 2: Demonstrates Professional Leadership</b> - The school psychologist provides professional leadership within the school, community, and education profession to improve student learning and well-being.</p> <p><b>PERFORMANCES</b></p> <ul style="list-style-type: none"> <li>2.1 Builds positive relationships within and between school and community.</li> <li>2.2 Promotes leadership potential in students and colleagues.</li> <li>2.3 Participates in professional organizations and activities.</li> <li>2.4 Writes and speaks effectively.</li> <li>2.5 Guides or assists in the development of curriculum and instructional materials.</li> <li>2.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.</li> <li>2.7 Initiates and develops educational projects and programs.</li> <li>2.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.</li> <li>2.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.</li> <li>2.10 Writes for publication, presents at conferences and provide professional development.</li> </ul>
<p><b>STANDARD 3: Communicates Effectively</b> - The school psychologist communicates effectively with all stakeholders, including parents, students, administrators, teachers, school councils, and community groups.</p> <p><b>PERFORMANCES</b></p> <ul style="list-style-type: none"> <li>3.1 Utilizes appropriate and correct oral and written communication.</li> <li>3.2 Presents ideas and information logically.</li> <li>3.3 Gives direction or information in a clear, concise and reasonable manner.</li> <li>3.4 Uses a variety of verbal and nonverbal techniques.</li> <li>3.5 Elicits and responds to questions.</li> <li>3.6 Summarizes effectively.</li> <li>3.7 Uses active listening skills.</li> </ul>	<p><b>STANDARD 4: Implements Programs Effectively</b> - The school psychologist works to implement the programs and policies of the school district.</p> <p><b>PERFORMANCES</b></p> <ul style="list-style-type: none"> <li>4.1 Explains and discusses purposes of assessment, procedural safeguards, due process rules and regulations, and other information for parents, students, staff and administrators.</li> <li>4.2 Provides helpful information to teachers, counselors and administrators for educational planning.</li> <li>4.3 Provides up to date information regarding issues based on sound research findings.</li> <li>4.4 Provides assistance in identifying useful resources.</li> <li>4.5 Follows district special education policies and procedures, including timelines for psychological evaluations.</li> <li>4.6 Establishes a regular and timely pattern of attendance so to effectively serve students.</li> </ul>

# Covington Independent Schools: *School Psychologist Formative Observation Form*

<p><b>STANDARD 5: Consultation/Collaboration</b> - The school psychologist functions in a cooperative process to effectively meet the needs of students. Through consultation, the school psychologist advocates for students. Integrates the curriculum so that students can make connections between knowledge and experiences.</p> <p><b>PERFORMANCES</b></p> <p>5.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.</p> <p>5.2 Interprets relevant information concerning the developmental needs of students.</p> <p>5.3 Reduces barriers to student learning through direct or referred services.</p> <p>5.4 Works with teachers and other support personnel to provide support for students in a crisis situation.</p> <p>5.5 Interacts with school councils, the school board, Family Resource Centers/Youth Service Centers, Advisory Councils, and other school or community committees.</p> <p>5.6 Facilitates successful communication between and among teachers, parents, and students.</p> <p>5.7 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.</p> <p>5.8 Consults with external community and professional resources.</p>	<p><b>STANDARD 6: Provides Effective and Appropriate Assessment Services</b> - The school psychologist utilizes a variety of assessment techniques and instruments to contribute to comprehensive assessment for students experiencing academic and/or behavioral difficulty.</p> <p><b>PERFORMANCES</b></p> <p>6.1 Serves as a member of the school's multidisciplinary and problem solving teams.</p> <p>6.2 Suggests and helps implement strategies and interventions for students exhibiting learning / behavior difficulties.</p> <p>6.3 Participates in the development of a comprehensive evaluation plan.</p> <p>6.4 Completes relevant components of evaluation as specified in an evaluation plan, using appropriate assessment tools and diagnostic practices.</p>
<p><b>STANDARD 7: Individual/Small Group Counseling</b> - The school psychologist uses short-term individual counseling and structured and unstructured small group counseling to address the mental, physical, and emotional barriers to learning and to help each child learn at high levels.</p> <p><b>PERFORMANCES</b></p> <p>7.1 Provides a safe, confidential setting in which students present their needs and concerns.</p> <p>7.2 Promotes wellness.</p> <p>7.3 Responds to crises.</p> <p>7.4 Communicates empathy and understanding.</p> <p>7.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.</p> <p>7.6 Intervenes in problem/conflict situations and conduct follow-up sessions as needed.</p> <p>7.7 Respects and nurtures the uniqueness of each student.</p> <p>7.8 Mediates classroom and student conflict.</p> <p>7.9 Empowers students, parents, and colleagues to develop and use their resources.</p>	<p><b>STANDARD 8: Uses Technology Effectively</b> - The school psychologist uses the technology available to him/her through the school district to enhance his/her professional practice.</p> <p><b>PERFORMANCES</b></p> <p>8.1 Uses word processing and data base programs to maintain files and reports as necessary.</p> <p>8.2 Communicates with staff and others through electronic mail.</p> <p>8.3 Uses the internet to stay abreast of new developments in the national and state professional organizations.</p> <p>8.4 Produces reports and Power Point presentations.</p> <p>8.5 Reviews and evaluates new software programs relevant to the practice of school psychology.</p>

# Covington Independent Schools: School Psychologist Formative Observation Form

<b>Name:</b>		<b>Year:</b>	
<b>STANDARD 1:</b> The school psychologist is a professional who acts within legal and ethical guidelines to accomplish educational purposes.	<b>STANDARD 2:</b> The school psychologist provides professional leadership within the school, community, and education profession to improve student learning and well-being.	<b>STANDARD 3:</b> The school psychologist communicates effectively with all stakeholders, including parents, students, administrators, teachers, school councils, and community groups.	<b>STANDARD 4:</b> The school psychologist works to implement the programs and policies of the school district.
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
<b>Rating:</b> _____	<b>Rating:</b> _____	<b>Rating:</b> _____	<b>Rating:</b> _____
<b>STANDARD 5:</b> The school psychologist functions in a cooperative process to effectively meet the needs of students. Through consultation, the school psychologist advocates for students.	<b>STANDARD 6:</b> The school Psychologist utilizes a variety of assessment techniques and instruments to contribute to comprehensive assessment for students experiencing academic and/or behavioral difficulty.	<b>STANDARD 7:</b> The school psychologist uses short-term individual counseling and structured and unstructured small group counseling to address the mental, physical, and emotional barriers to learning and to help each child learn at high levels.	<b>STANDARD 8:</b> The school psychologist uses the technology available to him/her through the school district to enhance his/her professional practice.
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
<b>Rating:</b> _____	<b>Rating:</b> _____	<b>Rating:</b> _____	<b>Rating:</b> _____

\*4=Exceeds Performance Expectations (Enrichment Growth Process)  
2=Marginal Performance (Targeted Assisted Growth)

\*3=Meets Performance Expectations (Standard Growth Process)  
1=Unsatisfactory Performance (Targeted Assisted Growth or Corrective Action)

\*Specific Identification of Demonstrators Required.

## Summary of Observation

**School Psychologist:** \_\_\_\_\_

A) Strengths identified in formative observation phase:

B) Areas needing improvement identified in formative observation phase:

**Signature acknowledges completion of observation.**

---

Observer's Signature

Title

Date

**I have discussed this observation with the observer and have received a copy.**

**Signature acknowledges completion of observation and not necessarily agrees with:**

---

School Psychologist's Signature

Date

---

Administrator's Signature

Date

School Psychologist's response in file:    ☐ Yes    ☐ No

Administrator's response in file:    ☐ Yes    ☐ No

## Summative Evaluation for School Psychologist

This summarizes all evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, conferences, and other documentation.

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observation(s): \_\_\_\_\_

Date(s) of Conference(s): \_\_\_\_\_

### School Psychologist Standards:

### Ratings for Final Summative Evaluation

1. Professional standards
2. Demonstrates professional leadership
3. Communicates effectively
4. Implements program effectively
5. Collaborates
6. Provides assessment services
7. Provides individual/small group counseling
8. Uses technology

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

A rating of 3 or 4 reflects a desire for growth. A rating of 1 or 2 requires a need for growth.

Individual professional growth plan reflects a desire/need to include the standard(s) checked below.

1.\_\_\_\_ 2.\_\_\_\_ 3.\_\_\_\_ 4.\_\_\_\_ 5.\_\_\_\_ 6.\_\_\_\_ 7.\_\_\_\_ 8.\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

To be signed after all information has been completed and discussed:

Evaluatee: \_\_\_\_ Agree with this summative evaluation \_\_\_\_ Disagree with this summative evaluation

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Opportunities for appeal process at both the local and state levels are a part of Covington Independent Schools' evaluation plan.

### Employment Recommendation to Central Office:

Re-employment Recommended \_\_\_\_\_ Re-employment \_\_\_\_\_